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ABSTRACT

The guide discusses conducting a needs assessment of Title IV Indian Education Act projects. Materials to be used in a workshop presentation are provided, i.e., a chart depicting project design built on accurate needs; a list of eight steps on how to conduct a needs assessment; a list of seven steps to needs assessment (whom, what, how, etc.); needs statements form (what is versus what should be); a suggested format (form) for describing needs of Indian students; a checklist of what a needs assessment section of a proposal should include; a sample form for compiling comparative needs assessment results from school records; needs assessment worksheet; and a compiled list of items in the Federal Register which refer to the needs assessment section of Title IV, Parts A, B, and C. (AH)

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NEEDS ASSESSMENT

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3315 South Airport Road • Bismarck, North Dakota 58501

Resource and Evaluation Center II
Building 55
3315 South Airport Road
Bismarck, North Dakota 58501
(701)258-0437

Toll free in North Dakota
1-800-932-8997

Toll free in
Iowa, Minnesota, Montana, Nebraska
South Dakota, Wisconsin, and Wyoming
1-800-437-8054

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Materials developed by Center III, United Indians of All Tribes Foundation, Seattle, Washington, and Center V, Native American Research Institute at Normon, Oklahoma, were utilized in this guide.

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Needs Assessment is a process used to determine what the specific needs of a community/school are, finding the difference between a desired situation and what actually is.

Why Title IV Needs Assessment?

In planning a Title IV program, local and federal agencies should be informed about the needs of the population to be served. In this way, problems are identified, local priorities established and realistic program planning can be utilized. This also improves community relations.

In the Region II Area a Needs Assessment specifically for Title IV should be developed with mutual feelings of cooperation between the Title IV grantees, their communities and the resource center to assure a procedure that will set up a standard needs assessment which will simplify the initial step of a Title IV project and give guidelines that each project can follow.

Ways of doing a Needs Assessment vary according to the individual project, but hopefully with the following information used during a workshop presentation some helpful guidelines can be followed.

251a.21 CONDUCTING A NEEDS ASSESSMENT

(a) An applicant shall conduct a needs assessment to determine the special educational and culturally related academic needs of the Indian children enrolled in its schools and the number of children with those needs.

(b) In making this determination, the applicant shall–

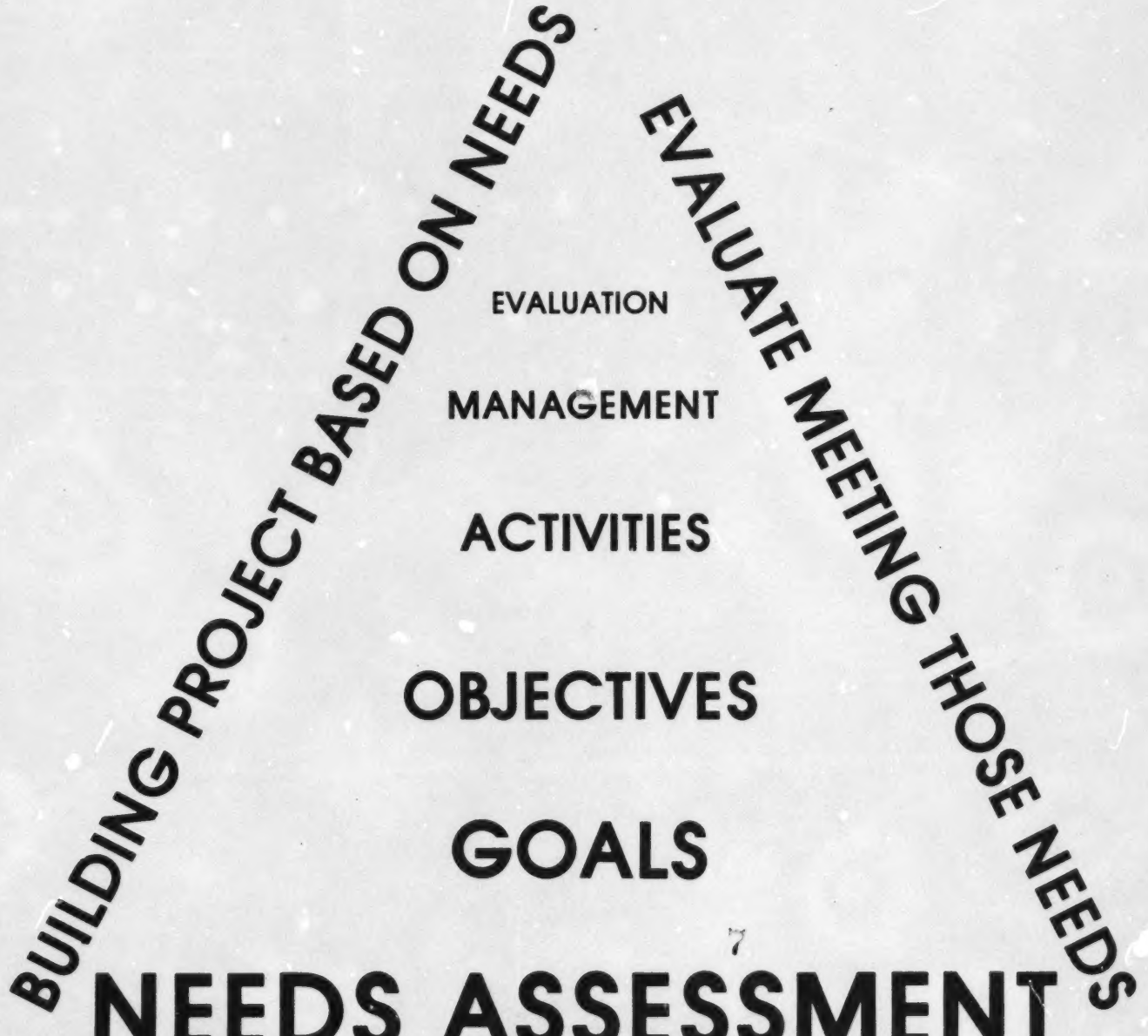
(1) Consider dropout rates, academic achievement levels, standardized test scores, or other appropriate measures;

(2) Rank those needs on a priority basis; and

(3) Examine other services that it offers that could meet those needs, determine how many Indian children receive those services, and determine why those other services are insufficient in either quantity or quality, or both, to meet those needs. This shall include an examination of whether those services are culturally relevant to Indian children.

(P.L. 81-874, Section 305 (b) (2) (A); 20 U.S.C. 241dd (b) (2) (A).

PROJECT DESIGN BUILT ON ACCURATE NEEDS



HOW TO CONDUCT A NEEDS ASSESSMENT

Step 1	Establish a Needs Assessment Committee from the Parent Committee
Step 2	Prepare statement of educational goals.
Step 3	Conduct a survey to determine perceived educational needs.
Step 4	Assign priorities to perceived educational needs.
Step 5	Set desired levels ("What should be")
Step 6	Determine actual conditions ("What is")
Step 7	Compare actual conditions with desired levels.
Step 8	Assign priorities to educational needs.

7 STEPS TO NEEDS ASSESSMENT

(1) Identify why you are doing a needs assessment. State the purpose of the project.

(2) From **Whom** are you doing a needs assessment

(3) **What** kinds of data

(4) **How** are you **collecting** data

(5) **How** are you **analyzing** data

(6) **How** are you **interpreting** data

(7) Provisions for follow-up

IDENTIFY WHY---
- A. Support a project you're already doing
- B. Set up a mechanism to get community participation
- C. Meet criteria for a proposal

WHOM---
- A. Teachers
- B. Parents
- C. Elders
- D. Students
- E. Tribal Representatives

KINDS OF DATA---
- A. Test Scores
- B. Drop-out Rates
- C. Absentee
- D. Employee Rate
- E. Median family income

HOW COLLECTING---
- A. Interview
  1. Representative sample
  2. Celebrity
- B. Records
- C. Public Meetings
- D. Small group meetings

HOW ANALYZING---
- A. Summarizing interviews
- B. Meetings

HOW INTERPRETING---
- A. Goal should meet the needs

FOLLOW-UP---
- A. Records
- B. Feedback to community

NEEDS STATEMENTS

What is?	What Should be?

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Discrepancy = Needs

SUGGESTED FORMAT FOR DESCRIBING NEEDS OF INDIAN STUDENTS

AREA	WHAT IS?	HOW DETERMINED?	WHAT SHOULD BE?
Basic Skills	Current performance, behavior, attitudes, or conditions.	Type of data; source; method; instrument	Desired performance
Cultural Arts History Language			
Support Services			
Other Services JOM Title I Other			
Drop-Out			
Academic Achievement			
Standardized Test Scores			
Attendance			

NEEDS ASSESSMENT section of Proposal should include:

1. **PROCEDURE**
   1. How did you do your needs assessment?
   2. What steps did you take?
   3. Why did you take such steps?
   4. Who participated?
2. **RESULTS**
   1. What information did you obtain?
   2. What analysis did you make on the raw data?
3. **IMPLICATIONS**
   1. What does the information mean for your community? and for the project?
   2. How do the needs fit into your project?
   3. What interpretations have you made?

N E E D S
Should be:

A. **Specific** to your community

B. **Significant** enough to warrant the provisions of funds

C. Should be **satisfiable** by the services you intend to offer

---

ONE CORRECT WAY TO DO A NEEDS ASSESSMENT

* Has to be right for you---your **community,** your **staff,** your funding source, and your **project.**

Sample

COMPILING COMPARATIVE NEEDS ASSESSMENT RESULTS FROM SCHOOL RECORDS

	INDIAN	GRADE	NON-INDIAN
Number enrolled			
Absenteeism Rate			
Drop-out Rate			
Standardized Test Score Results			
Participation in School Activities			
Participation in Title IV Activities			
Contact with School Counselor			
Contact with Title IV Counselor			
Problem Academic Areas			
Activities Preferred			
Number in Tutoring			
Tutoring Areas			

PRIORITIES IDENTIFIED

1.
2.
3.
4.
5.

What programs or supplemental services meet the needs listed in the priorities?

Name of Program _____ 2 _____ 3 _____

No. of Indian students participating _____

Are the needs of the Indian students being met by the services provided?

In what way? _____

Why not? _____

PARTICIPANTS IN NEEDS ASSESSMENT

	TEACHERS	PARENTS	ELDERS	STUDENTS	ADMIN.
No. of Responses					
How Participated					

NEEDS ASSESSMENT WORKSHEET

This worksheet provides a format for a set of tables that can be used to analyze information collected from school records from last year.

MODEL TABLE A

MODEL TABLE A shows the difference between the percentage of Indian students who dropped out and the percentage of non-Indian students who dropped out in the 1980-81 school year.

Independent Variable Student Enrollment in 1980-81 School Year		**Dependent Variable** DROP OUTS in 1980-81 SCHOOL YEAR		
		DROPPED No._____%	**FINISHED** No._____%	**TOTALS** No._____%
Indian Students	No.	_____	_____	_____Total Indians
	%	_____% +	_____%	100%
		COMPARE		
Non-Indian Students	No.	_____	_____	_____Total Non-Indians
	%	_____% +	_____%	100%
Total Students	No.	_____	_____	_____Total School Enrollment
	%	_____% +	_____%	100%

Compare the percentage of Indian Students who dropped with the percentage of Non-Indian Students who dropped.

The above table structure may be used with other column titles in the Dependent Variable. Other column titles used in the NEEDS ASSESSMENT RESULTS are:

TABLE B:

ACADEMIC ACHIEVEMENT TESTS FOR 1980-81					
BELOW AVERAGE		**AVERAGE OR ABOVE**		**TOTAL**	
No.	%	No.	%	No.	%

TABLE C:

ABSENTEEISM FOR 1980-81 SCHOOL YEAR					
EXCESSIVE		**NORMAL**		**TOTAL**	
No.	%	No.	%	No.	%

DEPARTMENT OF EDUCATION OFFICE OF ELEMENTARY AND SECONDARY EDUCATION OFFICE OF INDIAN EDUCATION PART A, TITLE IV, P.L. 92-318	PART VI - A NEEDS ASSESSMENT	FORM APPROVED FEDAC NO. R108 APP. EXP. 12/82

Section 251a.21 of the Part A regulations provides that, "An applicant shall conduct a needs assessment to determine the special educational and culturally related academic needs of the Indian children enrolled in its schools and the number of children with those needs."

1. Describe the method by which the needs assessment and ranking process was carried out. Include: (1) the method of assessing other available services, and (2) the involvement of the parent committee. (Use additional sheets, if necessary.)

List the subject matter (reading, math, etc.) and other categories (culturally related academic needs) that were surveyed. (The instrument used for the needs assessment may be substituted.)

***NOTE: The priority listing of needs is requested in Part VI - B.**
ED FORM 736, 9/80

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DEPARTMENT OF EDUCATION OFFICE OF ELEMENTARY AND SECONDARY EDUCATION OFFICE OF INDIAN EDUCATION PART A, TITLE IV, P.L. 92-318	PART IV - B PROJECT DESIGN COORDINATION	FORM APPROVED PAGE 1 OF 2

1. This form is designed to portray the relationship between the needs assessment, project objectives, and other supplemental services available. This information is required in 45 CFR 251a.21, 251a.22(O), 251a.25 (O)(6).

In Section I list the needs in priority order. The information in Sections II and III is to be placed on the same line as the appropriate need stated in Section I. Sections II and III may not be completed for each need if the project does not propose an objective to address a specific need.

Section I NEEDS ASSESSMENT: Column (1) list the results of your needs assessment in priority order; Column (2) specify the number of children demonstrating that need; Column (3) indicate if supplemental services (not basic services of the district) are available to address the need.

Section II PROPOSED PROJECT OBJECTIVES: On the same line as the need which the objective addresses in Column (1) list in a one or two word phrase, the objective; Column (2) specify the projected number of children to be **directly** served by the objective; Column (3) indicate the grade level. If you are proposing **not** to address a particular need, leave the line blank.

Section III OTHER SUPPLEMENTAL SERVICES: On the same line as the need and objective list in Column (1) the funding source for the supplemental program which addresses the same needs as the proposed project objective; Column (2) the amount of the grant; Column (3) the grades served; Column (4) the total children served; Column (5) the number of Indian children served.

SECTION I NEEDS ASSESSMENT			SECTION II PROPOSED PROJECT OBJECTIVES			SECTION III SUPPLEMENTAL SERVICES				
Column (1) List Need in Priority Order	(2) No. of Children	(3) Other Services	Column (1) Proposed Project Objectives	(2) No. of Children	(3) Grade Level	Column (1) Funding Source	(2) Amount of Grant	(3) Grades	(4) Total Children Served	Total Indians Served
		☐ Yes ☐ No								
		☐ Yes ☐ No								
		☐ Yes ☐ No								
		☐ Yes ☐ No								
		☐ Yes ☐ No								
		☐ Yes ☐ No								

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COMPILED LIST OF ITEMS IN THE FEDERAL REGISTER WHICH REFER TO THE NEEDS ASSESSMENT SECTION OF TITLE IV PARTS A, B, C.

SUBPART C - HOW TO DEVELOP A PROJECT AND APPLY FOR A GRANT

186a.20 Conducting a needs assessment.

(a) An applicant shall conduct a needs assessment to determine the special educational and culturally related academic needs of the Indian children enrolled in its schools and the number of children with those needs.

(b) In making this determination, the applicant shall–

(1) Consider dropout rates, academic achievement levels, standardized test scores, or other appropriate measures;

(2) Rank those needs on a priority basis; and

(3) Examine other services that it offers that could meet those needs, determine how many Indian children receive those services, and determine why those services are insufficient in either quantity or quality, or both, to meet those needs. This shall include an examination of whether those services are culturally relevant to Indian children.

186a.25 Application contents.

(4) A description of how the needs assessment and ranking process described in 186a.21 was carried out including a description of the role played by the parent committee.

SUBPART E – OPERATING A PROJECT

186a.40 Responsibilities of the local educational agency.

(c) Perform a needs assessment that meets the requirements of 186a.21.

186a.41 Responsibilities of the parent committee.

(b) Participate in the assessment of needs, and the design, operation, and evaluation of the project.

PART 186b - INDIAN - CONTROLLED SCHOOLS - ESTABLISHMENT

SUBPART D - HOW GRANTS ARE MADE

186b.31 Selection criterion: need for the school. (O to 15 points).

(a) The Secretary reviews each application to determine the need for the school that the applicant proposes to operate.

(b) In making this determination, the Secretary considers–

(1) The educational needs of the Indian children to be served by the school, as indicated by academic achievement levels, dropout rates, standardized test scores, or other appropriate measures;

(2) The extent to which the schools that those children would attend (if the proposed Indian-Controlled school were not available) are inadequate to meet those needs;

(3) The extent to which the school for which assistance is sought will increase educational opportunities for Indian children; and

(4) Community factors or other reasons that justify the need for an Indian-Controlled school.

PART 186c - INDIAN-CONTROLLED SCHOOLS - ENRICHMENT PROJECTS

186c.31 Selection criterion: need. (O to 20 points)

(a) The Secretary reviews each application to determine the need for the proposed project.

(b) In making this determination, the Secretary considers -

(1) The clarity of the statement of the educational needs to be addressed by the project;

(2) How widespread those needs are, as indicated by the number and percentage of Indian children with those needs in the area to be served by the project;

(3) The severity of those needs, as indicated by dropout rates, academic achievement levels, standardized test scores, or other appropriate measures;

(4) A description of the efforts to meet those needs being made by the school and an explanation of why those efforts are insufficient; and

(5) An explanation of why the applicant lacks the financial resources necessary to conduct the project.

COMMENTS FROM FEDERAL REGISTER

186a.21 Conducting a needs assessment.

Comment. One commenter recommended that systematic discussions with Indian students and their parents be encouraged as a valid needs assessment method.

Response. No change has been made. The Secretary agrees that those discussions can be an important part of any needs assessment. However, since the regulations require the parent committee to be involved in all phases of the project development, including the needs assessment, a separate provision such as that suggested by the commenter, is not necessary.

Comment. Three commenters objected to the recommended use of standardized test scores to determine needs. They stated that standardized test scores are culturally biased.

Response. No change has been made. The Secretary is sympathetic to the problem of cultural bias in tests. Standardized test scores, however, are offered only as an example of a type of measure that can be used in a needs assessment. If, for example, Indian students score consistently below grade level on standardized tests that measure English reading ability, those scores would be useful in determining the educational needs of those students.

Comment. One commenter recommended that the applicant be required to develop a survey instrument for the needs assessment.

Response. No change has been made. While a formal survey instrument would be a valuable tool in conducting a needs assessment, particularly for a large LEA, it is not absolutely necessary, and it would be unduly burdensome to many prospective applicants. The applicant is required, however, to describe in its application how the needs assessment was carried out. (See 186a.25 (a) (4).)

Comment. Three commenters recommended that parental involvement in the needs assessment be mandatory. Suggestions included the following: Requiring the applicant to secure written parent committee approval of the needs assessment tool; Requiring the LEA to give the parent committee the results of the needs assessment so that the committee could determine the final order of priority; and requiring the LEA to design a program in keeping with the needs assessment and the priorities of the Indian community, with the final approval of the parent committee.

Response. No change has been made. Parent committee involvement is required throughout the regulations. Section 186a.40 (b) states that the LEA must "(c)onsult with and involve the parent committee in all phases of the project." The needs assessment is clearly one of those phases. Section 186a.41 (b) provides that the parent committee must "(p)articipate in the assessment needs," as well as in the design, operation and evaluation of the project. In addition, 186a.25 (a) (4) requires the LEA to include in its application, a description of the role played by the parent committee in the needs assessment. Finally, if the parent committee does not agree with the design of a project, it may decline to approve the project application.

In sum, parental involvement in the needs assessment is provided for by the requirements relating to parent committee involvement at all times.